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ABSTRACT

Designed to assist college personnel in assessing program needs, this report provides an overview of the humanities programs at Triton College. Part I focuses on curricular humanities programs, including discussions of the role and objectives of the School of Arts and Sciences; humanities courses offered in the school; special humanities curriculum programs including the honors program, interdisciplinary studies, telecourses, and humanities courses for career education students; and humanities course offerings in the School of Continuing Education. Part II highlights co-curricular humanities programs in the English, Fine Arts, Foreign Language, and Social Science Departments; special library programs in the humanities; the annual Salute to the Arts Program; Student Services Cultural Arts programming; and offerings by the Continuing Education Office of Special Events. Part III outlines the roles of Triton's Humanities Council, Humanities Advisory Committee, and Committee on Writing Across the Curriculum. Finally, part IV presents humanities research findings, including data on 1979-1984 enrollments in humanities programs in the School of Arts and Sciences; enrollment in humanities programs at community colleges nationwide; the revenues and expenses of instructional programs in the humanities in the School of Arts and Sciences; and trends in community college humanities education. (HB)

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THE HUMANITIES AT TRITON COLLEGE

A Report on Humanities Curricular and Co-curricular Programs, based on a Study conducted by the Humanities Council and the Humanities Advisory Committee at Triton College

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September 4, 1984

JC 840 541

PREFACE

This report on the humanities at Triton College was developed through the efforts of members of the college staff Humanities Council and the citizens Humanities Advisory Committee. During the first year of its existence (1983-84), the Humanities Advi-sory Committee undertook to review and assess humanities programs at Triton. It quickly became evident that many different people, departments and divisions of the college contribute to the school's humanities activities and programs and that the humanities at Triton were not the special province of any one office or area. Furthermore, the volume of the activities was such that no single individual or group was really in a position to comprehend, much less coordinate, them. This report was initiated by the Humanities Council, then, for the purpose of defining and documenting what the humanities are at Triton College.

The report mainly consists of a catalog of curricular and co-curricular humanities programs at Triton College. It also contains other sections of data that have special relevance for the operation of these programs. The authors have used a broad definition of "the humanities" in assembling this information. Indluded are all programs which may be classified in the fields of literature, language, history, philosophy, the arts, and the social sciences. The common general goals of these programs are to promote "insight, perspective, critical understanding, discrimination, and creativity." (The Humanities in American Life, University of California Press, 1980) We believe that all these programs contribute jointly to shaping personal understanding of human life and experience as well as the cultural climate of the Triton College community.

The report has a number of potential uses. First, it will be available to people at all levels of the college, and to our citizens advisory committee, for the purpose of assessing the needs of the humanities programs at Triton. This should contribute to the development of a more comprehensive understanding of the mission and goals of humanities programs at the college and encourage more cooperative efforts among people at the college in promoting these programs. In addition, the report can be updated periodically and and used later as a resource in the process of compiling the North Central Accreditation self-study.

The authors wish to thank Dr. Arthur Cohen, President of the Center for the Study of Community Colleges, for providing us with information about enrollments in humanities programs at community colleges throughout the United States. We have also included information from a CSCC study "Trends in Community College Humanities Education 1977-1982" in our report to help provide some perspective on Triton's humanities programs.

The authors also wish to thank the members of the Humanities Council and the Humanities Advisory Committee and the many individuals across Triton's campus who have contributed suggestions and provided information for developing this report. We hope that this review will serve to highlight the very fine work that is continually being done in all areas of the humanities by the faculty and staff at Triton.

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I. CURRICULAR HUMANITIES PROGRAMS

I.1 THE SCHOOL OF ARTS AND SCIENCES

Within a twenty year span, Triton College has grown to be the eighth largest single campus community college in the nation. Building co-operative arrangements with business and industry, housing one of the state's only laser and robotics labs, and maintaining an Employee Development Institute that trained more than 5,000 people last year, the college also boasts a quality School of Arts and Sciences. It is within the School of Arts and Sciences that a Triton student can explore the intricacies of a Shakespeare play, discover the beauty of a Chopin waltz, or delight in the complexity of a DaVinci painting.

Arts and Sciences programs are intended for students who plan to transfer to a four-year college or university to complete their baccalaureate degree. Courses in the Arts and Sciences curricula parallel those offered at universities and are transferable to four-year institutions. Students may complete the first two years of the bachelor's degree at Triton in any of fourteen different curricular programs. Seven of these are humanities curricular programs. They are:

Art
Education: Preparatory to Teaching
Elementary School and Special Education
Education: Preparatory to Teaching
Secondary Education
English
Journalism/Mass Communications
Liberal Arts
Music

The course and semester hour requirements for each of these programs are listed in the Triton College Catalog.

The School of Arts and Sciences comprises eight academic departments, the first five of which are primarily concerned with humanities subject areas. These departments are: Behavioral Science, English, Fine Arts, Foreign Language, Social Science, Health & Physical Education, Mathematics, and Science & Engineering. The humanities courses taught by faculty from each of the first five departments are listed in the following section of this report.

In 1978, a committee was established to evaluate all programs at the College to ensure that they had kept pace with contempory demands of four-year colleges and universities and with

business and industry. Changes in general education requirements were suggested to update the curriculum. Among those changes were more rigorous humanities requirements, not only for students pursuing as Associate of Arts degree, but for students pursuing the Associate of Science and the career Associate of Applied Science degrees as well. The college, recognizing the importance of technological awareness for all graduates, did not overlook the development of the individual's social, philosophical, and aesthetic values. Course requirements are now more specific, ensuring a closer adherence to the ideals of a liberal education.

Triton College offers an Associate of Arts degree, an Associate of Science degree, an Associate of Applied Science degree and an Associate of Liberal Studies degree. Students pursuing any one of these degrees must meet a number of general education requirements, which are classified in five basic groups: Communications, Social Science, Humanities, Science and Mathematics, and Health/Fitness. Courses from the first three of these groups fall under the broad definition of the humanities given in the Preface of this report. The general education requirements for each of the three degree programs are listed in the Triton College Catalog.

The humanities command an important role within the School of Arts and Sciences. With over 140 full and part-time faculty teaching a rich variety of courses ranging from Renaissance Art to Business Ethics, the humanities at Triton offer students and community members a truly liberal education. Supported by the Board of Trustees as well as by several college committees, the humanities courses, programs, instructors, and students are provided with the academic, physical, financial, and human resources necessary for a successful college level humanities program in the twentieth century.

The Dean of the School of Arts and Sciences yearly establishes goals to promote and enhance humanities courses and programs. The goals for humanities areas for 1984-85 are listed below.

School of Arts and Sciences Goals for
Humanities Programs, 1984-85

1. Develop an Associate of Fine Arts Degree.

2. Inaugurate the Commercial Music Program.

3. Expand the Preparatory Piano Program.

4. Secure approval for changes in Art courses bringing them into line with the recommendations of the Illinois Higher Education Art Association.

5. Develop a curricular program in the area of the humanities which will examine the nature of technology and the scientific process and show the interdependence between the sciences and the humanities.

6. Prepare and seek an Artist-in-Residence grant to establish a dance program at Triton College.

7. Expand the Honors Program offerings to encompass such areas as Interdisciplinary Studies, Science, Math, and Computer Literacy.

8. Continue to incorporate "writing across the curriculum" in all courses.

9. Provide opportunities for faculty participation in Standardized Oral Proficiency Testing for Foreign Language.

10. Seek faculty exchange opportunities between community colleges, universities, and area business/industry.

11. Pursue non-traditional activities through which faculty may develop, such as community organization projects, international faculty exchange, and other such projects.

12. Review and supervise special academic programs such as the Honors, Developmental Education, and Interdisciplinary Studies programs in order to maintain academic quality.

13. Maintain and improve physical resources:
    a. Monitor for replacement of obsolete and worn out equipment in Science, Engineering, Design, Sculpture, Ceramics, and Physical Education.
    b. Continue to replace art desks in F204.
    c. Renovate F104 (repair seats, repair and replace lights, etc.) in order to expand offerings of short theatrical programs, including student directed works.
    d. Find a better workshop and storage space for the Fine Arts Technical Theater activities.
    e. Solve acoustic problems in F205 by installing drapery in that room.
    f. Split F204 into two rooms: Drawing/Advertising Art/Design in the east end and Design II/Sculpture in the west end.
    g. Install a stereo system in F106, thereby enabling an increase in the number of sections offered in Music Appreciation.

On the following pages are listed all the humanities courses which may be taught by faculty members in the School of Arts and Sciences. The courses are listed under each of the school's departments, with a brief statement about the number of full- and part-time faculty members associated with these departments. Complete course descriptions are given in the 1984-85 Triton College Catalog. Course that are numbered 001-009 are developmental; courses numbered 100-299 are intended for transfer to other colleges and universitites; courses numbered 100(C)-299(C) are in Career Education curricula and are not intended for transfer.

BEHAVIORAL SCIENCE. The following courses are presented by faculty members of the Behavioral Science Department, who teach the subjects of Anthropology, Education, Philosophy, Psychology, and Sociology. In the spring semester of 1984, there were 11 full-time faculty and 19 part-time faculty members associated with this department.

ANT 102	Intro to Physical Anthropology
ANT 103	Intro to Cultural Anthropology
ANT 201	North American Indians
ANT 255	Field Methods
ANT 296	Special Topics in Anthropology
EDU 200	Intro to Special Education
EDU 201	Foundation of American Education
EDU 202	Introduction to Teaching & School
EDU 290	Cooperative Work Experience
EDU 291	Cooperative Work Experience
PHL 101	Intro to Philosophy
PHL 102	Logic
PHL 103	Ethics and Social Policy
PHL 104	Social and Political Philosophy
PHL 105	World Religions
PHL 106	Biomedical Ethics
PHL 296	Special Topics in Philosophy
PSY 100	Intro to Psychology
PSY 105	Applied Psychology
PSY 115	Educational Psychology
PSY 201	Social Psychology
PSY 210	Psychology of Personality
PSY 216	Child Psychology
PSY 222	Adolescent Psychology
PSY 228	Psychology of Adulthood and Aging

PSY 245	Industrial Psychology
PSY 296	Special Topics in Psychology
SOC 100	Intro to Sociology
SOC 120	Courtship and Marriage
SOC 131	Social Problems
SOC 201	Death and Dying
SOC 225	Racial and Cultural Minorities
SOC 231	Analysis-Juvenile Delinquency
SOC 285	Sociology of Black America
SOC 296	Special Topics in Sociology

ENGLISH. These courses are offered by the members of the English Department. The list includes English Literature and Rhetoric courses. In the spring of 1984, there were 24 full-time and 24 part-time faculty members connected with this department.

ENG 101	Intro to Poetry
ENG 102	Intro to Drama
ENG 103	Intro to Fiction
ENG 113	Classic American Authors Before Civil War
ENG 114	Classic American Authors, Civil War to Present
ENG 121	Chief English Writers Before 1800
ENG 122	Chief English Writers of the 19th Century
ENG 123	Chief Modern English Writers
ENG 170	Children's Literature
ENG 231	Intro to Shakespeare
ENG 285	Short Story
ENG 288	20th Century American Novels
ENG 296	Special Topics in Literature
RHT 001	Intro to College Writing I
RHT 002	Intro to College Writing II
RHT 004	Intro to College Reading I
RHT 005	Intro to College Reading II
RHT 009	Vocabulary Building I
RHT 101	Freshman Rhetoric & Composition I
RHT 102	Freshman Rhetoric & Composition II
RHT 106	Speed Reading
RHT 124(C)	Communications I
RHT 133	Principles of Composition (Adv. Creative Writing)
RHT 138(C)	Communications II
RHT 211	Intro to Linguistics
RHT 255	Creative Writing

FINE ARTS. The next list shows the courses taught by members of the Fine Arts Department. These courses encompass the areas of Advertising Art and Fine Art, Journalism, Music, and Speech and Theater. Full-time faculty members in this department numbered 13 in the spring of 1984, while there were 21 part-time faculty connected with the department.

ART 105(C) Illustration I
ART 174(C) Illustration II
ART 177(C) Production Techniques & Processes
ART 178(C) Introduction to Air Brush
ART 180 Advertising Art I
ART 181 Advertising Art II
ART 182(C) Advertising Art III
ART 290(C) Cooperative Work Experience
ART 291(C) Cooperative Work Experience

ART 111 Ancient and Medieval Art
ART 112 Renaissance and Modern Art
ART 114 Survey of Asian Art
ART 115 Intro to Visual Art
ART 116 Color Composition
ART 117 Drawing I
ART 118 Drawing II
ART 119 Design I
ART 120 Design II
ART 125 Life Drawing I
ART 126 Life Drawing II
ART 133 Experimental Design I
ART 135 Ceramics I
ART 136 Ceramics II
ART 140 Fundamentals of Print Making
ART 141 Painting I
ART 142 Painting II
ART 151 Sculpture I
ART 152 Sculpture II
ART 190 Recreational Arts and Crafts
ART 210 Afro-American Art

JRN 120 Mass Communications
JRN 150 Intro to Journalism
JRN 200 Newswriting I
JRN 201 Newswriting II
JRN 205 Broadcast News I

MUS 100	Rudiments of Theory
MUS 105	Theory of Music I
MUS 106	Theory of Music II
MUS 110	Music Appreciation
MUS 115	Sight Singing & Ear Training I
MUS 116	Sight Singing & Ear Training II
MUS 135	Keyboard Harmony I
MUS 140	Recreational Music
MUS 151	Introductory Instrumental Techniques & Materials: Woodwinds I
MUS 152	Introductory Instrumental Techniques & Materials: Woodwinds II
MUS 171	Introductory Instrumental Techniques: Brasses I
MUS 172	Introductory Instrumental Techniques: Brasses II
MUS 177	Class Piano Instruction
MUS 179	Applied Music--Instrumentation
MUS 180	Applied Music--Piano
MUS 181	Applied Music--Voice
MUS 199	History of Jazz
MUS 200	Improvisation I
MUS 201	Improvisation II
MUS 202	Improvisation III
MUS 207	Theory of Music III
MUS 208	Theory of Music IV
MUS 210	Elements of Conducting
MUS 211	Arranging and Composition
MUS 212	Commercial Vocal Repertoire I
MUS 213	Commercial Vocal Repertoire II
MUS 215	Intro to Music History
MUS 216	Music in America
MUS 217	Sight Singing and Ear Training III
MUS 218	Sight Singing and Ear Training IV
MUS 219	Introductory Instrumental Techniques: Percussion
MUS 224	Afro-American Music
MUS 237	Keyboard Harmony II
MUS 247	Commercial Keyboard Harmony I
MUS 249	Commercial Keyboard Harmony II
MUS 250	College Band
MUS 253	Ensemble
MUS 261	College Chorus
MUS 262	Choral Ensemble
MUS 266	Stage Band
SPE 007	Speaking & Listening Skills
SPE 101	Principles of Effective Speaking
SPE 113	Group Discussion and Conference Leadership
SPE 121	Advanced Public Speaking
SPE 130	Intro to Theater
SPE 135	Dramatic Production
SPE 141	Oral Interpretation

SPE 151	Recreational Dramatics
SPE 161	Fundamentals of Acting I
SPE 162	Fundamentals of Acting II
SPE 163	Fundamentals of Acting III

FOREIGN LANGUAGE. Courses in French, German, Italian and Spanish are taught by members of the Foreign Language Department. In the spring of 1984, there were 4 full-time faculty and 4 part-time faculty members associated with this department.

FRE 100	Conversational Practice in French
FRE 101	Elementary French I
FRE 102	Elementary French II
FRE 103	Intermediate French I
FRE 104	Intermediate French II
FRE 113	French Composition and Conversation I
FRE 114	French Composition and Conversation II
FRE 118	Study-Travel in France
FRE 296	Special Topics in French
GER 100	Conversational Practice in German
GER 101	Elementary German I
GER 102	Elementary German II
GER 103	Intermediate German I
GER 104	Intermediate German II
GER 113	German Composition and Conversation I
GER 114	German Composition and Conversation II
GER 118	Study-Travel in Germany
ITL 100	Conversational Practice in Italian
ITL 101	Elementary Italian
ITL 102	Elementary Italian
ITL 103	Intermediate Italian
ITL 104	Intermediate Italian
ITL 113	Italian Composition and Conversation I
ITL 114	Italian Composition and Conversation II
ITL 118	Study-Travel in Italy
SPN 100	Elementary Spanish Conversation Practice
SPN 101	Elementary Spanish I
SPN 102	Elementary Spanish II
SPN 103	Intermediate Spanish I
SPN 104	Intermediate Spanish II
SPN 113	Spanish Composition and Conversation I
SPN 114	Spanish Composition and Conversation II
SPN 118	Study/Travel in Hispanic Countries
SPN 151	Intro to Spanish/American Literature I

SPN 152	Intro to Spanish/American Literature II
SPN 190(C)	Career Spanish
SPN 296	Special Topics in Spanish

SOCIAL SCIENCE. Faculty members in the Social Science Department teach courses in the areas of Geography, History, Humanities, Political Science and Social Science. In the spring of 1984, there were 9 full-time faculty members in the Social Science Department and 13 part-time faculty who taught these courses.

GEO 104	Contemporary World Cultures
GEO 105	Economic Geography
GEO 200	Fundamentals of Physical Geography I
GEO 201	Fundamentals of Physical Geography II
GEO 296	Special Topics in Geography
HIS 121	History of Western Civilization I
HIS 122	History of Western Civilization II
HIS 131	History of England to 1688
HIS 132	History of England, 1688 to Present
HIS 151	History of the United States to 1865
HIS 152	History of the United States, 1865 to Present
HIS 155	History of the Afro-American in the United States
HIS 156	African History
HIS 191	Traditional Eastern Civilization
HIS 192	Modern Eastern Civilization
HIS 219	Survey of Russian History from Early Times to the Present
HIS 259	History of Illinois
HIS 296	Special Topics in History
HUM 101	Relationships I
HUM 102	Relationships II
HUM 120(C)	Humanities: The Worker in America
HUM 121(C)	Humanities: Modern Sculpture
HUM 122(C)	Humanities: Modern Architecture
HUM 123(C)	Humanities: Modern Painting
HUM 124(C)	Professional Ethics
HUM 125(C)	The Individual and Technology
HUM 126(C)	Modern Business Ethics
HUM 127(C)	Modern Literature
HUM 128(C)	Literary Tools
HUM 129(C)	Modern Philosophy
HUM 130(C)	Modern Art
HUM 151	Humanities in Western Culture I

HUM 152	Humanities in Western Culture II
HUM 190(C)	Leisure and Work in America
HUM 296	Special Topics in Humanities
PSC 150	American Government:Organization & Powers
PSC 151	American Government: Functions
PSC 184	International Relations
PSC 296	Special Topics in Political Science
SSC 151	Social Science I
SSC 152(C)	Social Science II
SSC 190(C)	Contemporary Society

The Honors Program is designed to provide an intellectual challenge for students who have a record of high academic achievement. Students who meet the program's entrance requirements may enroll in honors sections of regularly taught courses. Also students may work on independent study projects within many courses in order to earn honors credit. Each course that a student completes in the honors program is noted on his or her college transcript.

To enter the honors program, a student must meet one of the following requirements: a grade point average of 3.5 or higher after having completed 12 credit hours at Triton; a high school grade point average of 3.5 or higher; an ACT score of 25 composite or in the specific subject area of honors study; an SAT combined score of 1,200 or higher. In the near future, the college will send invitations to Triton students and in-district graduating high school students who meet these qualifications to join the Honors Program.

In the fall of 1983 120 students participated in the Honors Program; and in the spring of 1984 there were 100 students enrolled in the program. The president of Phi Theta Kappa, the student honors fraternity, works with the director of the program on recruitment efforts.

The courses listed below are the honors sections that were offered in the fall semester of 1984:

BUS 141 Introduction to Business
CHM 140 General Chemistry
HIS 121 History of Western Civilization I
MAT 123 Analytic Geometry
MAT 124 Finite Mathematics
RHT 101 Rhetoric and Composition I
SOC 100 Introduction to Sociology

In the future, the Honors Program will plan to offer honors sections at night for the older students. Also, special events, retreats or workshops will be planned to promote more interaction between honors students and Triton faculty. Efforts will be made to include Career Education students in the Honors Program. And it is hoped that a scholarship program can be developed for honors students.

The Interdisciplinary Studies program at Triton offers students a two-semester package of liberal arts courses that satisfy a majority of the general education requirements for an Associate degree. The program is specifically designed for full-time freshman students who intend to transfer to a senior college or university or who are undecided about their educational future.

Students entering the Interdisciplinary Studies (IDS) program register for either four or all five of the courses presented in a given semester. (A student might take only four of the courses in order to begin math or science or college major courses during the semester.) In recent years, the following humanities courses have been offered in either the fall or spring semesters:

HUM 151 Humanities in Western Culture I
PHL 101 Introduction to Philosophy
PHL 103 Ethics
PSC 150 American Government: Organization & Powers
PSY 100 Introduction to Psychology
PSY 201 Social Psychology
RHT 101 Freshman Rhetoric and Composition I
RHT 102 Freshman Rhetoric and Composition II
SOC 100 Introduction to Sociology
SPE 101 Principles of Effective Speaking
SPE 130 Introduction to Theater

A major advantage of the program is that the course studies are planned and taught by a departmental team of five faculty members. Students are thus presented with unifying themes and interrelationships of various liberal arts disciplines. Another significant benefit of the Interdisciplinary Studies program is that the students develop a greater sense of community and participation in their studies by sharing all their courses together.

Triton offers a series of telecourses for college credit. This series includes television courses, video cassette courses, and radio courses. These courses are intended for students in the district who would otherwise have difficulties in arranging for time or transportation to the college to participate in regular classes. The content and work requirements of the telecourses are comparable to those of the regular course offerings.

The television courses are broadcast on open air Channels 11 and 20 and on Triton's cable channel at various times during the week. Students may also view the course tapes at the college and at any of four public libraries: Eisenhower Public Library in Norridge, Oak Park Public Library, Riverside Public Library and Schiller Park Public Library. Videc cassette courses are not broadcast over television. Students who enroll in these courses view the programs at Triton's Independent Learning Lab or at any of the four public libraries. Radio courses are broadcast over Triton's station, WRRG FM 89, and the audio tapes are also available at Triton and at the four public libraries.

Instructors for each of the telecourses serve as learning managers. They establish work requirements, construct exams, and determine grading criteria. Also, they meet with students several times during the semester for orientation or discussion sessions.

The Telecourse program is managed by a faculty chairperson and the dean of the Learning Resource Center. These individuals are responsible for selecting the courses to be offered, arranging for publicity for the courses, overseeing registration, and publishing a guidelines pamphlet for students who enroll in the courses.

Thirteen telecourses will be offered by the college for the fall semester of 1984. Of these, the following are humanites courses:

ANT 103 Introduction to Cultural Anthropology
ART 112 Renaissance to Modern Art
ENG 103 Introduction to Fiction
HUM 101 Humanities
PSC 150 American Government
PSY 100 Introduction to Psychology
PSY 216 Child Psychology
SOC 100 Introduction to Sociology
SOC 120 Courtship and Marriage

Approximately eight hundred students enroll in telecourses each semester. And approximately fifty percent of these students complete the courses for credit. This completion rate is similar to that of other institutions in the country that offer media courses.

The Telecourse program will be expanded in the future. More courses will be added, especially in the college's high enrollment areas. This will offer students the opportunity to earn desired credits in courses that might otherwise be unavailable to them. Also, Triton hopes to enter into co-production efforts with the major producers of telecourses in the country, Coast Community College, the Southern California Consortium, and Dallas Community College.

In 1981, a series of one credit-hour humanities courses were developed for career education students at Triton. This project evolved in connection with a general review of all college programs and support services that had been initiated by the President and Board of Trustees in 1978. This general review, described in a college report, Renewal for the 80s, included proposed changes in Triton's degree requirements.

Prior to the fall of 1982, students seeking as Associate of Applied Science degree in career curricula had not been required to take any humanities courses beyond Communications I and II and a Contemporary Society course. Beginning in the fall of 1982, candidates for the A.S.S. degree were required to take between one and three credit-hours of humanities. In the 1983-84 school year, twenty-seven career programs had a one hour humanities requirement; three programs had a two hour requirement; and twelve had a three hour humanities requirement.

The one-hour humanities courses were designed by a group of faculty members from different departments in the School of University Transfer Studies (now, the School of Arts and Sciences). The curriculum development team was formed by the dean and worked with an consultant under a grant from the National Endowment for the Humanities. Faculty members who participated received stipends for the courses that they designed.

The chief aim of the faculty members who developed the courses was to provide career education students with an introductory survey of special topics in humanities disciplines. Some courses aimed at exploring connections between humanities and technology and the world of work. Other courses examined contemporary topics in humanities that might appeal to students whose interest in these disciplines was marginal. Also, faculty course designers sought to develop alternative teaching methods which might be more effective with non-traditional college students than usual classroom procedures.

Eleven courses were developed and approved by the college and by the Illinois Community College Board. The "C" designation after the course number means that the course is part of the career education curricula and cannot usually be transferred for college credit. The descriptions of the one credit-hour humanities courses as listed in the Triton College Catalog are shown on the following page.

HUM 120(C) Humanities: The Worker in America
An examination of the American work ethic, its influence on the individual, the family, and society through writings of selected contemporary authors such as Henry Ford, Andrew Carnegie, Upton Sinclair, and John Steinbeck.

HUM 121(C) Humanities: Modern Sculpture
A survey of contemporary sculpture with emphasis on the public sculpture in Chicago. The historical, political, and aesthetic considerations that affected the design of the works are covered.

HUM 122(C) Humanities: Modern Architecture
A survey of modern architecture exploring the development of the skyscraper which originated in Chicago, the birthplace of modern architecture.

HUM 123(C) Humanities: Modern Painting
A study of art as an expression of social revolution with the unique phenomenon of the Chicago Mural Movement as its major focal point. Historical background includes a survey of the art of the American, French, and Mexican Revolutions.

HUM 124(C) Professional Ethics
Course presents designs for recognizing and analyzing moral problems in the professional world. Includes a study of such problems as employer and employee rights, age discrimination, and codes of conduct.

HUM 125(C) The Individual and Technology
For technologically oriented students, the course is designed to illustrate how science and the humanities are interdependent socially, politically, and philosophically. Such topics as man the tool user, the atom, and cloning are discussed.

HUM 126(C) Modern Business Ethics
This course considers areas of moral concern in business practices including employee rights and obligations, business responsibilities to competitors and to consumers, government regulations of business, environmental concerns, and social responsibilities of business organizations.

HUM 127(C) Modern Literature
A study of a theme (i.e., comedy) as it is represented in various genres such as the short story, the novel, film, theater, and the essay. Students gain an appreciation for literature as well as the ability to approach it perceptively and critically.

HUM 128(C) Literary Tools
A course designed to teach students how to read and understand literature. Methods of approaching literature provide students with an exposure to both literature and literary criticism.

HUM 129(C) Modern Philosophy
This course is designed to provide students with a basic understanding of contemporary philosophies. It will explore the effect of their thoughts on society.

HUM 130(C) Modern Art
A survey course designed to expose students to a basic understanding of modern art. Such topics as impressionism, expressionism, and cubism are discussed.

The one credit-hour humanities course were first offered in the fall of 1982. So far, through the end of the fall 1983 semester, a total of thirty-three sections of eight of the courses have been taught. During this first three-semester period, 657 students enrolled in the courses and 500 passed with a grade of D or better, for a completion rate of 76.1%. In June of 1983, 932 students graduated with an A.A.S. degree. In future years, the number of people enrolling in the one-hour courses should roughly match the number of students graduating with an A.A.S. degree. However, students may also meet the A.A.S. humanities requirement by completing one of fifteen other basic three or four credit-hour humanities courses.

The School of Continuing Education at Triton plans and conducts a great variety of courses, seminars and workshops for persons who are not interested in receiving college credit for their study. With the growing complexity and changing nature of our society, lifelong learning has become a necessity. With more leisure time available, there are more opportunities for adults to pursue both vocational and avocational interests. The School of Continuing Education has become increasingly popular for this purpose. Beginning with an enrollment of 125 students in 1968, the school now experiences close to 40,000 registrations annually.

Funding for continuing education courses comes primarily from student tuition. Courses approved by the Illinois Community College Board (those with an "E" in the fourth place in the course number) receive $.98 in apportionment money per adult education (non-transferable) credit hour. Other courses (those with a "C" in the fourth place in the course number) are completely supported by student tuition.

Instructors for continuing education courses are selected because of their knowledge of the subject to be taught, not necessarily because of educational degrees. While a formal educational degree is not required, most continuing education teachers who give humanities classes have master's degrees; several have doctorates. The humanities staff is very stable with most teachers having taught for Triton for more than five years.

Humanities courses approved by the Illinois Community College Board and listed in the current catalog include the following:

BEHAVIORAL SCIENCE

ANT E01 Introduction to Archeology
ANT E02 Fossil Man
ANT E03 Primitive Peoples of the World

EDU E01 Adult Basic Education
EDU E04 Professional Development for Adjunct Faculty
EDU E06 Finger Spelling and Sign Language
EDU E08 Basic Skills for Adults I

PHL E01 The Meaning of Existentialism
PHL E02 Logic, the Art of Orderly Thinking
PHL E03 Ethics and Individual Responsibility
PHL E04 Introduction to Philosophy
PHL E05 Philosophical Psychology

PSY E01 Psychology for Moderns
PSY E02 Alcoholism
PSY E03 Loss, Change and Hope
PSY E04 Learning Game of Life
PSY E05 Techniques in Effective Human Communication
PSY E06 Parenting the Adolescent
PSY E11 Problems of Marriage & Family
PSY E12 Human Growth and Development
PSY E13 Preparing for Retirement & Success
PSY E15 Life Planning for Adults
PSY E16 Discovery: Inventory Your Interests
PSY E17 Assertiveness Training
PSY E19 New Motherhood Expectations
PSY E20 Emotional Well-being in Later Years
PSY E21 Decision Making for Adults
PSY E23 Intergen Problem Solving
PSY E24 The Process of Aging: A Growing Concern
PSY E25 The Older Woman: Choices and Options
PSY E26 Senior Peer Counseling
PSY E27 Training for Nursing Home Volunteers
PSY E28 Psychology of Maturity
PSY E30 Health Care & Aging: A Human Problem
PSY E31 Separation & Divorce - Disaster & Opportunity
PSY E33 Assertiveness for Women in Business
PSY E35 Success Through Failure and Rejection
PSY E36 Life After Divorce
PSY E37 Parent Effectiveness Training
PSY E39 Advance Assertiveness Training
PSY E40 Identifying Marketable Skill
PSY E41 Dealing with Stress
PSY E42 Making Marriage Work
PSY E43 Widowhood
PSY E44 Self-hypnosis
PSY E45 Toddlers & Parents Learning Together
PSY E46 Coping with Crisis in Adulthood
PSY E47 Battered Women
PSY E48 Alternative Careers for Teachers
PSY E52 Time Management for ADults
PSY E54 Changing Careers
PSY E56 Introductory Assertiveness
PSY E57 Advanced Self-hypnosis
PSY E59 Introduction to Decision-Making
PSY E60 Group Dynamics for Peer Counselors
PSY E61 Growth Opportunities/Options for Older Adults
PSY E63 Mother-Daughter Relationship
PSY E64 Passages Through Widowhood
PSY E66 Managing Stress and Worry
PSY E68 Family Relationships in Later Years
PSY E70 Teaching Your Child Sex
PSY E71 The Divorced Parent

PSY E72 Parenting Plus
PSY E76 Developmental Psychology
PSY E77 Substance Abuse
PSY E78 Options and Opportunities
PSY E79 Secrets of Effective Living
PSY E80 Now That You're Both Working
PSY E81 The Single Experience
PSY E82 Communication Training for Community Leaders

SOC E01 Expanding Directions for Women
SOC E02 Career Change in Mid-stream
SOC E10 Volunteering and Community Service
SOC E12 Italian-American Issues & Concern
SOC E15 Minorities in the Workplace

ENGLISH

ENG E01 Brush-up English
ENG E02 English as a Second Language I
ENG E03 Speed Reading and Comprehension
ENG E04 English as a Second Language II
ENG E05 Creative Writing I
ENG E06 Brush-up English II
ENG E07 Personal Communicating Skills
ENG E08 English as a Second Language III
ENG E09 English as a Second Language IV
ENG E10 Etymology
ENG E12 Effective Speaking
ENG E13 English as a Second Language V
ENG E17 Creative Writing II
ENG E18 Vocabulary Development
ENG E19 Remedial English
ENG E24 Fundamentals of Spelling
ENG E26 Creative Script Writing
ENG E33 Study Skills Review
ENG E36 Toefl Review
ENG E37 Intensive English as a Second Language
ENG E38 Journal Writing Workshop
ENG E39 Linguistics
ENG E40 Introdution to T.V. Script Writing
ENG E42 Beginning English as a Second Language
ENG E43 College Prep. English as a Second Language
ENG E44 Intermediate Conversation
ENG E45 Advanced Conversation
ENG E46 Business and Technical Writing
ENG E47 Intermediate Conversation: Consumer Education
ENG E48 Intermediate Conversation: Health
ENG E49 Intermediate Conversation: Employment
ENG E50 Advance Conversation: Consumer Education

ENG E51 Advance Conversation: Government & Law
ENG E52 Advance Conversation: Community Resources
ENG E53 Pronounciation Practice
ENG E54 Vocabulary and Idioms
ENG E55 Improve Your Spelling
ENG E56 Beginning Reading and Writing - ESL
ENG E57 Intermediate Reading and Writing - ESL
ENG E58 Advanced Reading and Writing - ESL
ENG E59 Preparation for Toefl I
ENG E60 Preparation for Toefl II
ENG E61 Intensive ESL I
ENG E62 Intensive ESL II
ENG E63 Intensive ESL III
ENG E64 Intensive ESL IV
ENG E65 Intensive ESL V
ENG E66 Intensive ESL I
ENG E67 Intensive ESL II
ENG E68 Intensive ESL III
ENG E69 Intensive ESL IV
ENG E70 Intensive ESL V
ENG E71 Communication in Health Care Setting

FINE ARTS

ART E01 Basic Drawing
ART E02 Advanced Drawing
ART E03 Beginning Painting
ART E04 Advanced Painting
ART E06 Ceramics and Art
ART E07 Man and His Art
ART E09 The Eyes Have It: Learning to See
ART E11 Art Deco in Focus

MUS E03 Beginning Piano
MUS E04 Intermediate Piano
MUS E05 Class Voice Instruction
MUS E06 Music Survey
MUS E08 Beginning Organ
MUS E09 Intermediate Organ
MUS E10 Beginning Strings

SPE E01 Public Speaking
SPE E02 Effective Speaking for Senior Leaders

FOREIGN LANGUAGE

FRE E01 Conversational French I
FRE E02 Conversational French II

GER E01 Conversational German I
GER E02 Conversational German II
GER E03 Conversational German III
GER E04 Conversational German IV

GRE E01 Conversational Greek I
GRE E02 Conversational Greek II
GRE E03 Conversational Greek III
GRE E04 Conversational Greek IV

IRI E01 Conversational Irish Gaelic I
IRI E02 Conversational Irish Gaelic II

JPN E01 Conversational Japanese I

NOR E01 Conversational Norwegian I
NOR E02 Conversational Norwegian II

SPN E01 Conversational Spanish I
SPN E02 Conversational Spanish II
SPN E03 Conversational Spanish III

SOCIAL SCIENCE

GEO E01 Geology I

HIS E01 United States Citizenship
HIS E06 History of Chicago
HIS E17 Remedial Social Studies
HIS E18 U.S. Citizenship Preparation

HUM E01 Humanities
HUM E12 Popular Culture, Music and Film
HUM E13 Japanese Culture

PSC E02 Lobbying and the Legislative Process
PSC E03 Legislation & Legal Rights for Retirees

GED E01 G.E.D. Test Review
GED E02 Basic Programmed Mathematics
GED E03 Practical English
GED E04 Reading Development
GED E05 Independent Individualized G.E.D.
GED E06 G.E.D. Study Tapes

GED E07 G.E.D. Constitution Review
GED E08 G.E.D. Retest Workshop
GED E09 Individualized G.E.D. Preparation I
GED E10 Individualized G.E.D. Preparation II

Humanities courses offered as a community service are listed as "C" courses. Some of these include variations of "E" courses which do not meet for the number of hours required by the ICCB. Courses currently listed as "C" humanities courses in the School of Continuing Education include the following:

BEHAVIORAL SCIENCE

EDU C01 Pre-Med Exam Review
EDU C02 ACT Review
EDU C03 New Horizons in Education
EDU C04 PSAT Review
EDU C05 Help Your Child in School
EDU C06 Tutoring for Students
EDU C07 SAT Review
EDU C08 SAT English Review
EDU C09 SAT Math Review
EDU C10 Correspondence Courses
EDU C11 ACT Math Review
EDU C12 PSAT English Review
EDU C13 PSAT Math Review
EDU C14 ACT English Review

PHL C02 Orderly Thinking
PHL C04 Philosophical Psychology
PHL C05 Readings in Women's Liberation
PHL C06 Look at Ourselves
PHL C07 Introduction to Philosophy
PHL C08 Ethics & Morals

PSY C01 Positive Attitudes
PSY C02 Assertive Mature Adult
PSY C03 Importance of Touch
PSY C04 Group Dynamics
PSY C05 The Hispanic Woman
PSY C06 Mid-Life Crisis
PSY C07 Now That I Know
PSY C08 Lunch & Learn
PSY C09 Transcendental Meditation
PSY C10 Juggling Home Responsibilities
PSY C11 Transactional Analysis

PSY C12 Look Best With Colors
PSY C13 Assertive Training
PSY C14 Training for Women
PSY C15 Communication Workshop
PSY C16 How to Find & Keep That Job
PSY C17 Interpersonal Dynamics
PSY C18 Preview Seminar for Adults
PSY C19 Counseling Techniques
PSY C20 Beginning Assertiveness
PSY C21 Advanced Assertiveness
PSY C22 Decision-Making for Adults
PSY C23 Stress and Health
PSY C25 Woman/Man Communicating
PSY C26 Come See for Yourself
PSY C27 Getting Unstuck
PSY C28 Psychology of Maturity
PSY C30 Decision Making
PSY C31 Separation & Divorce
PSY C32 Rational Psychology for Police
PSY C33 Reflections, Realities
PSY C34 Back to Work/School
PSY C35 Men in the Family
PSY C37 Psychology of Aging
PSY C40 Life Planning Lab
PSY C41 Road to Career
PSY C42 Introduction to Self Hypnosis
PSY C43 Parenting: Child/Adult Programs
PSY C44 Women as People
PSY C45 Men & Women: Sharing
PSY C58 Beginning Assertiveness
PSY C60 Assertive Women
PSY C68 Family Relationships
PSY C69 Marriage Enrichment for Older Couples
PSY C70 Weight Control
PSY C71 Memory Control
PSY C72 Learning From Your Dreams
PSY C73 Testing Your E.S.P.

ENGLISH

ENG C01 Study Skills Review
ENG C02 Reading/Writing Review
ENG C03 Speed Reading
ENG C04 How to Write Papers
ENG C05 Writers Workshop
ENG C06 The Short Story
ENG C07 Children's Literature
ENG C08 Taking & Liking Tests
ENG C09 Family Communication

ENG C10 Journal Writing Workshop
ENG C11 American Slang
ENG C31 Women-Cartoons
ENG C32 Reading/Writing Review
ENG C33 Study Skills Review
ENG C36 Toefl Review

FINE ARTS

ART C01 Monet Exhibit
ART C02 Theatre
ART C03 Soft Sculpture
ART C04 Leathercraft
ART C05 Creative Cash
ART C06 Pottery
ART C07 Contemporary Jewelry I
ART C08 Craft Techniques
ART C09 Create X-mas Crafts
ART C10 Contemporary Jewelry II
ART C11 Rosemaling
ART C12 Batik for Fun
ART C13 Simple Toy Making
ART C17 Stained Glass
ART C19 Quilling
ART C20 Create Plastics
ART C21 Weaving
ART C22 Art Fabric
ART C23 Polish Paper Cutting
ART C24 Synthetic Taxedermy
ART C25 American Art & Architecture
ART C26 Macrame
ART C27 Printmaking
ART C29 Introduction to Art Appreciation
ART C30 Art-Culture of Egypt
ART C31 Beginning Art Materials
ART C33 ARt Monuments - Italy
ART C34 Movement/Dance
ART C35 Visual ARts
ART C36 Sound/Music
ART C37 Theatre/Mime

MUS C01 Beginning Guitar
MUS C02 Guitar for Enjoyment
MUS C03 Beginning Piano
MUS C04 Intermediate Piano
MUS C05 Community Chorus
MUS C06 Community Orchestra
MUS C07 Jazz Band
MUS C08 Concert Band

MUS C09 Autoharp
MUS C10 Piano history
MUS C11 Repertoire Jazz Band
MUS C12 Kitchen Band
MUS C13 Recorder I
MUS C14 Music Theory
MUS C90 Children's Piano

SPE C01 Adult Theatre
SPE C02 Stories and Theatrics
SPE C03 Onstage: Classroom/Theatre/Mime
SPE C04 Speech and Debate

FOREIGN LANGUAGE

FRE C01 Conversational French I

GER C01 Conversational German I

SPN C01 Conversational Spanish I
SPN C02 Conversational Spanish II
SPN C08 Conversational Spanish I
SPN C09 Conversational Spanish
SPN C10 Spanish III

SOCIAL SCIENCE

GEO C01 The Weather Surrounding Us

HIS C01 Birth of a Nation
HIS C02 Background of the News
HIS C03 Great Cities Series
HIS C04 Literature/vietnam Experience
HIS C06 Contemporary Affairs
HIS C07 Art & Architecture
HIS C08 Citizenship
HIS C11 Constitution Review for Teachers
HIS C16 Modern World

HUM C01 The Golden Days of Radio
HUM C02 Movie Classics
HUM C03 Play Reading
HUM C12 Music, Film, and T.V.

PSC C01 Well-Informed Voter
PSC C02 How to be a Candidate for Political Office
PSC C03 Senior Power
PSC C04 Reagan in the White House

GED C01 G.E.D. Review Tapes
GED C05 G.E.D. Study Tapes

II. CO-CURRICULAR HUMANITIES PROGRAMS

II.1 ENGLISH DEPARTMENT

POETRY CONTEST. For the past eleven years, Triton College has sponsored an annual international poetry contest. The event has been publicized with the assistance of the United States Department of State. Approximately one thousand entries are received each year from people around the globe. In 1981, the poetry contest was expanded in order to encourage greater participation from within the college district. In addition to the international and national contests, there is now a local poetry and graphics contest. The entire program is now entitled the "Salute to the Arts Poetry Contest."

Faculty members of the English Department coordinate the annual contest. The poems are judged by a distinguished poet. Winners' names are announced at a luncheon held during the spring Salute to the Arts week, and the winning poems are included in an annual college publication. The following is a list of past judges and themes for the poetry contests:

Judges		Themes
Donald Hall	1973-4	Passage to Self, Nature, Space
Robert Pack	1974-5	Youth, Age, Day, Night
John Pauker	1975-6	Love, War, Time, Miracles
Daryl Hine	1976-7	Hope, Despair, Creativity, Freedom
Lucien Stryk	1977-8	Friendship, Peace, Conflict
Lucien Stryk	1978-9	Victory, Defeat, Discovery
Marvin Bell	1979-80	Success, Experience, Evil
Gwendolyn Brooks	1980-1	Celebrations, Adversity, Solitude
John F. Nims	1981-2	Achievement, Adventure, Alienation
Lisel Mueller	1982-3	Freedom, Triumph, Dilemmas
Reginald Gibbons	1983-4	Realization, Compromise, Confrontation

The winning poems were published in the Passages series (volumes I through VII) during the first eight years of the contest. Since 1982, the Ariel series (volumes I through III) has printed the winning entries from the international and national contests and from the local poetry and graphics contests.

ENRICHMENT SERIES. Each year, faculty members in the English Department invite guest authors to come to the campus. These people give readings of their works and meet with classes to speak with Triton students. Among those who have visited the school in past years are Gwendolyn Brooks, Lisel Mueller, Marvin Bell, Julian May, and Leon Forrest.

IRISH CULTURAL AND DRAMATIC SOCIETY. This organization evolved recently from a new course in Irish drama that is being taught in the English department. During the semester, the class went to seveal off-campus productions of Irish plays. The members of the Society have worked to bring Irish theater and other cultural presentations to the Triton campus. In the 1983-84 school year, they arranged for the presentation of the plays Da and Philadelphia, Here I Come, produced by a Chicago-based group, The Council of Irish Arts Irish Theatre Guild. The plays were given at Triton's Center for the Performing Arts, and attendance was excellent. The Society also arranged for an exhibit of Irish art in the Library. In the future, in addition to plays and art exhibits, the Society intends to sponsor dramatic readings and symposia on Irish drama.

A large number of co-curricular events and programs are presented by students and faculty who are involved in the study of art, music, journalism, or speech and theater at Triton.

ART. The Fine Arts Gallery presents a number of special shows and exhibits throughout the school year. Included annually in this series are: the Art Faculty Show, the Ceramics and Print Show, the Advertising Art Exhibit, and the Student Art Show.

MUSIC. There are several different musical groups at Triton which give performances each year. The College Chorus, the Concert Band, the Jazz Band, and the College Choir each have about 25-to-30 student participants and give two concerts annually. In past years, the Jazz Band and the College Choir have taken tours to Mexico, the Virgin Islands and Europe. Another very popular annual music event is the Christmas program of medieval music presented by the Madrigal Players. In addition to these programs, there are student vocal recitals and recitals given by full-time and part-time faculty members.

THEATER. Five plays are presented yearly by Triton casts, directed by full-time faculty instructors of Speech and Theater. In the summer, two full-length plays and produced. These shows usually involve about 25 students as actors or members of the technical crews. Performances are given in either the 110-seat Cox Auditorium in the Fine Arts Building or in the 400-seat Center for the Performing Arts. Community audiences for these plays have been growing in recent years: several performances have attracted more than 300 people.

FORENSICS. Triton's Forensics team competes with other two- and four-year colleges and universities in such speech-related events as public speaking, prose and poetry reading and radio. In 1983, Triton students won the gold medal for duet acting over 80 other teams at the National Forensics Tournament. The team also participates annually in the Illinos Community College Tournament, the Triton-Harper Invitational Tournament, and the Regional States Community College Tournament.

MEDIA. Students have the opportunity to work as a reporter, photographer, or editor on the college newspaper, the Trident. Issues are published bi-weekly and copies distributed to over 25,000 people on the campus. the newspaper has won awards in college competitions, including an award for the "Best Newspaper Design for 1980" from the Illinois Community College Journalism Association. Students may also gain experience in magazine production by working on the publication of a full-color periodical. And Triton students can also work on the school's FM radio station, WRRG. Their on-the-air experience includes live news, taped programs, live remote coverage by phone link, and the use of a 24-hour UPI newsprinter.

CLUBS. Every student who enrolls in a foreign language course is eligible to participate in out-of-class club activities. Approximately one hundred students participate yearly in the French Club, the Italian Club, and the German Club at Trtion. The purpose of these groups is to develop a better understanding of the people and culture of these different countries. Also, the clubs help students to improve their ability to speak and learn the national languages. Club activities include picnics, Christmas parties, wine-tasting parties, bake sales, and participation in Ethnic Fest.

IMMERSION WEEKENDS. Retreats are held annually for students enrolled in French, German, and Italian. During these weekends, students who are able are encouraged to speak only in the foreign language that they are studying. Natives of various countries attend these retreats and present mini-courses for the students. Other activities include songs, poetry, skits, and games. This year, the French group held its ninth consecutive Immersion Weekend in cooperation with students and faculty from Harper College.

EUROPEAN TRAVEL-STUDY. Foreign language travel-study programs are conducted approximately every third year. Students tour foreign countries and also take credit courses in conversation, composition, and travel-study. Three trips to France have been made to date.

The Social Science Department provides students with the opportunity to participate in two co-curricular programs which give them experience with the organization and operation of political institutions. These are the National Model United Nations Program and the Model Illinois Government competition.

NATIONAL MODEL UNITED NATIONS. The National Model United Nations program is one of the largest and most extensive simulations of the United Nations system. Each April, approximately 1200 college students from across the United States and Canada meet in New York for a five-day model UN session. A delegation of six Triton students is selected from those who apply by Social Science faculty co-ordinators. Before going to New York, the delegates invest many hours in doing research, discussing their political objectives and strategy, and developing proposals to put before the General Assembly. During the NMUN session, students work with other delegates to develop consensus for desired international action, while trying to preserve and promote their own national interests. NMUN participants also have opportunities to meet with members of the permanent missions to the UN and to hear addresses by UN officials and briefings from U.S. State Department personnel.

MODEL ILLINOIS GOVERNMENT. In recent years, Triton has participated with 17 other Illinois colleges and universities in an annual model government program. A three-day conference is held in which student attend committee hearings, floor sessions and elections. Awards are presented to the school delegations that demonstrate outstanding leadership, skills and participation. In both 1983 and 1984, the Triton group was awarded the Outstanding Large Delegation trophy. In the 1984 session, the 14-member delegation provided key leadership roles in both the House and Senate and successfully ran a candidate for Governor. Other students also earned individual distinctions.

Both of these simulation programs offer a significant educational value to participating students. They become acquainted with political, geographical, historical, economic and cultural realities. Also, they develop organizational, writing, and speaking skills which are essential for diplomacy. Finally, these programs enable the students to go beyond the role of observers of political institutions and experience political processes first-hand.

In addition to its holdings, circulation and reference desk services, the Triton College Library offers a number of special programs with a strong humanities emphasis. These include: ongoing exhibits at the Library; the Triton College History Organization; and the Triton Library Book Club.

EXHIBITS. Throughout the year, the Library presents a variety of ongoing exhibits in its main floor area. Some of these displays are developed by faculty and staff members at the college; others come from outside sources. The Library recently applied for and received a permanent loan exhibit from the Smithsonian Institution on "America's First Ladies." This is shown on occasion at the Library and is also made available to other libraries in the SuburbanLibrary System. Another exhibit that has been very popular is the IBM collection of photos and models depicting the works of Leonardo DaVinci. Lectures are also presented in the Library in conjunction with some of the special exhibits.

THE TRITON COLLEGE HISTORY ORGANIZATION. The members of this group respresent thirteen different communities in the Triton College District. They attend dinner meetings and hear lectures on various topics, such as geneology and early Chicago history. Also, the History Organization makes cultural tours to localities in the region: they have visited the Pullman community, Seven Acres Village, and have explored local cemetaries.

THE TRITON COLLEGE BOOK CLUB. The Book Club meets once a month in the Library to review books of interest and hold discussions on current events and issues. The club orginally began as an older adults group, but there is no age requirement for participating members. Approximately twenty-five people belong to the Book Club. Some of the members are students at the college, while others are residents of the college district.

For more than a decade, the Salute to the Arts program has led the Triton campus in a two-week celebration of the aesthetic aspects of life. Originally an expansion upon the All-Nations Poetry Contest (described earlier), the program has generally featured art exhibits and workshops, plays, professional dance companies, and classical jazz and folk music. Overall, the focus has been to offer the community, students and staff a quality of artistic experience which they would not commonly find within the college district.

The Salute to the Arts program is unique in that it brings together different areas of the college to plan and present the festival events. A program director is in charge of organizing the series of events, and the program is funded by a budget from the School of Arts and Sciences and by a special grant from the Student Services area. In addition, the events presented include those contracted by Student Services and the Office of Special Events.

While Salute to the Arts has often brought artists of national reputation to the campus, a particular effort was made last season to encourage Triton's own faculty, full-time and adjunct, Arts & Sciences and Career, to perform or present lectures of special interest. Thus, in the spring 1984 program, acclaimed dancer Edward Villella drew a near sellout audience to the Center for the Performing Arts, while Triton's own production of a one-act play drew a largely impromptu audience of close to 150 to the Choral Room of the Fine Arts Building.

Of note last season was the success of the Foreign Film Series. A project begun the previous year, the second series saw audience size grow from an average of less than 50 per film to more that 100 for each of the six movies shown. This healthy increase can be attributed to several factors. The local community is becoming more aware that Triton offers a foreign film series, and more people are developing an interest in seeing them. Just as important is the fact that the films were shown over a three month period rather than all within two weeks, as scheduled in the previous year. The new format obviously allows for more returnees. Also, instructors in humanities and foreign language consistently brought their students to see the films. These last two factors provide a likely direction for the future of the Salute to the Arts program.

If the college is to fulfill its potential of becoming a cultural center for its district, it must be concerned not only with the quality of its cultural offerings, but also with the development of an audience for them. The audience for last season's entire program was approximately 5000, with the National Shakespeare Theater production of Hamlet generating close to one-fifth of the total. Clearly, there is room for improvement.

Audience surveys revealed that nearly 25% of those attending the program events reside in the village of Oak Park, with other in-district communities about equally represented. Most heard of the program from mailed flyers, and most are regular listeners to WFMT-FM, the major Chicago-area fine arts radio station. Significantly, only a small number of the audience were Triton students or staff members.

These results suggest that we may have saturated our Oak Park market and need to develop greater interest in the other communities. It also seems evident that we can get better support from students and faculty and must devise a strategy to accomplish this.

In the coming year, there is a plan to spread the events out to encompass both fall and spring semesters, which would encourage a larger returning audience. Efforts will be increased to solicit greater numbers of faculty, especially humanities faculty, to participate actively in Salute to the Arts. Also, one means by which we may reach a more general audience might be through the occasional inclusion of popular performers as part of the program.

Although audience development for the fine arts will remain a challenge for Triton College and the Salute to the Arts, the numbers suggest that we are succeeding. Triton is well-known in the district for its many excellent technical and vocational programs. It is hoped that, in time, the school will also come to be regarded as a cultural center for community residents.

The following is a list of the events that were presented as part of the spring 1984 Salute to the Arts program. Unless other wise noted, the event was presented in the Center for the Performing Arts.

Salute to the Arts 1984

March 29	Diva, a film from the French New Wave, 7:30 p.m. $2 ($1 seniors and Triton students/staff)
March 31	North Carolina Dance Theater, 8 p.m. $17/$15
April 1	Faculty recital with Triton pianist Eugene Schlabach and mezzo-soprano May Pat Hengesbaugh, 7 p.m. $3
April 1	"Foolin' with Flowers" Floral Demonstration Show, 2 p.m. $3.50
April 2	Musical Marathon featuring 840 repetitions of Satie's "Vexations," 3 a.m. to 5:30 p.m., followed by a short recital of avant-garde works. Free
April 2	Faculty recital with Eugene Schlabach, Burton Scalin and two former Triton students performing works for piano and percussion, 8 p.m. $3
April 3	Chicago architecture lecture by John Silva, Jack Scanlon and Tom Forman, 3 p.m. Free

April 4	Edward Villella and Dancers in a lecture/performance, 8 p.m. $15/$13
April 5	"The Projects of Christo," slide presentation by Ken Heffley, 8 a.m. Art Gallery. Free
April 5	Three Brothers, a film by Italian director Francesco Rosi, 7:30 p.m. $2 ($1 seniors and Triton students/staff)
April 5	"The Politics of Teaching/The Pleasure of Rock 'n' Roll," lecture by Lawrence Grossberg of the University of Illinois, 12:30 P.m. Fireside Lounge of College Center. Free
April 6	Second City National Touring Company, 7:30 and 10:00 p.m. $5
April 6	Raku workshop with Helen Faron, Ken Heffley, Mary Beth Sorendo and Grant Oberg, 10 a.m. to 5 p.m. Fine Arts Building. $3
April 7	Italian Easter Celebration, buffet dinner followed by a concert featuring singer Josie Aiello, 6 p.m. $12
April 8	Fujima Shunojo perform Kabuki dance, 3 p.m. $3
April 8	"Quest," jazz quartet with David Liebman, Richard Beirach, George Mraz and Billy Hart, 7 p.m. $8
April 10	The Loveliest Afternoon of the Year, a one-act comedy followed by a discussion about playwright John Guare led by director Martin Schlueter, 12:30 p.m. Cox Auditorium. Free
April 12	Das Boot, an anti-war film from Germany, 7:30 p.m. $2 ($1 seniors and Triton students/staff)
April 13	Shakespeare Garden Walk with Renaissance music and refreshments, 4 p.m. Botanical Gardens. Free
April 13	National Shakespeare Company presents Hamlet, 8 p.m. $8.50/$7
April 14	George Fanelli's Orchestra in an evening of big band hits, popular songs and comedy, 8 p.m. $7
April 15	Chicago Ensemble, 3 p.m. $9 ($6 seniors and Triton students/staff)
April 15	COMMUNITY DAY OPEN HOUSE, Triton's 20th Anniversary, 2-5 p.m. Free
April 17	Reginald Gibbons Poetry Reading, 11 a.m. College Center Room C118. Free
April 2-19	Colleen McNally Sculpture Exhibit. Art Gallery. Free

CULTURAL ARTS PROGRAMMING. The Student Services office at Triton exists to provide a wide range of educational, recreational, social, and cultural programs for students, staff, and community residents. "Cultural Arts Programming" is a special division of Student Services which arranges for the production of fine arts events and lectures, mainly for presentation in Triton's new Center for the Performing Arts.

THE CENTER FOR THE PERFORMING ARTS. In 1981, Triton undertook a major project of refurbishing an existing lecture hall in the Robert Collins building and coverting it to a fully functional theatrical and musical facility. This facility, now named the Triton College Center for the Performing Arts, was completed in February of 1982.

The spring of 1982 was the first season of the Center for the Performing Arts. That season included Triton's First Annual Dance Series and featured performances by the Twyla Tharp Dance Company, the Gus Giordano Dancers, and the Hubbard Street Dance Company. Also on that season's roster were performances by the Guthrie Theatre of Minneapolis, the Court Theater of the University of Chicago, and a variety of musical and children's programs.

During the second season of the Center (Fall 1982-Spring 1983), the programming was expanded to include eleven dance events featuring five dance companies: the Alvin Ailey Reportory Ensemble, the American Ballet Theatre II Dance Ensemble, the City Ballet of Toronto, the Chicago City Ballet, and the Hubbard Street Dance Company. Also, there were several children's programs, a mini jazz series, a debate between former senator Eugene McCarthy and Mr. John Erlichman on the topic of First Amendment rights, a science fiction fair with a guest lecture by Mr. James Doohan (of Star Trek fame), and performances by the National Shakespeare Company, the Ensemble Espanol, a Japanese Dance program, a dinner/theater featuring the Reportory Ensemble of America, a "Do-It-Yourself Messiah," and an appearance by the Chicago Children's Choir. A foreign film series was also presented featuring Japanese, Spanish, French, German, and Italian films. Other college areas and community groups also presented programs in the Center throughout the year.

The 1983-84 season again included a very fine dance series, with programs by the Joffrey II Ballet, the Hubbard Street Dance Company, the North Carolina Dance Theater, and the Edward Villella Dancers. There was alo an outstanding jazz series, featuring the bands of Count Basie, Dizzy Gillespie, and Joe Pass. The National Shakespeare Company presented Hamlet, and the Second City Touring Company gave two performances at the Center. The Cultural Arts Programming office also printed and sold tickets for other recitals, films, and college productions that were presented in the Center for the Performing Arts.

GOALS AND OBJECTIVES OF STUDENT SERVICES, CULTURAL ARTS PROGRAMMING, FOR 1984-1985

GOAL: Encourage the private sector to invest in the College and community through financial support of arts programming.

OBJECTIVES:

1. Develop a campaign to make area business aware of cultural arts programming and encourage their underwriting of programming.
2. Establish an advisory board of community and College leaders who will work together and in cooperation with the Office of the President in maintaining the viability of cultural programming.
3. Initiate a demographic study of the Triton community in an effort to meet the cultural arts needs of the people of the district as well as to challenge the cultural awareness of the community as a whole.

GOAL: Continue to cooperate with various existing College committees as well as to investigate the possibility of initiating new committees who express an interest in arts programming.

OBJECTIVES:

1. Reinforce the efforts of the Salute to the Arts Committee to provide quality programmiing in all areas of fine arts programming by maintaining active participation in its endeavors.
2. Cooperate with the Humanities Council and the Humanities Advisory Committee.

GOAL: Maintain and enhance the quality and variety of arts programming.

OBJECTIVES:

1. Initiate a series of educational programs which parallel cultural arts programming, (e.g., a series of workshops, lectures and seminars in dance using the expertise of those dance companies contracted as well as those which already exist in the community).
2. Investigate an "Artist in Residence" program in dance, theater or music.
3. Schedule programs which tie into existing curricula, (e.g., programs which relate to English and American Literature, for example, Shakespeare's Hamlet).

4. Attempt to increase funds from various arts agencies.
5. Utilize the new Student Interest Survey beginning in the Fall of 1984.

GOAL: Expand and upgrade the Performing Arts facilities.

OBJECTIVES:

1. Construct a Collins Center Ticket Office.
2. Construct dressing rooms and scene shop facilities.
3. Expand upon existing computer equipment to provide for services (e.g., software for generating mailing labels and mailing lists, etc.).

The Office of Special Events is a part of Triton's School of Continuing Education. The function of this office is to arrange for popular community programs to be held at the college or conducted through college services. Many of these programs are also presented in the Center for the Performing Arts. Some of the programs are fine arts events and lectures on topics in the humanities. However, the main aim of the Office of Special Events is to provide a wide variety of cultural programs for all segments of the Triton community.

Among the programs that were coordinated by the Office of Special Events during the 1983-84 school year were the following fine arts or humanities events:

--Ravinia excursions to performances by the Chicago Symphony and the Hubbard Street Dance Company
--Display of a pictorial replica of the Art Institute's Vatican exhibit, loaned from the Chicago Sun Times
--Presentation of two Irish plays, Da and Philadelphia, Here I Come, in cooperation with the Irish Cultural and Drama-
--Three performances of the Nutcracker Suite presented by the Oak Park Civic Ballet
--The Christmas opera, Il Presepio
--Opera excursions to productions of Aida, Lakme, La Cenerentola, and Manon

These, and many other programs sponsored by the Office of Special Events, reached a total audience of more than 15,000 people in the 1983-84 fiscal year.

A plan under consideration for the future is to combine the Office of Special Events with the Student Services Cultural Events Programming in a unified department. This would facilitate better planning and coordination of special events and utilization of the Center for the Performing Arts.

III. COMMITTEES ON THE HUMANITIES

III.1 HUMANITIES COUNCIL

The Humanities Council, which originated at Triton in 1981, is a standing college committee whose basic purpose is to promote the humanities at the college. The Humanities Council serves in an advisory capacity for the dean of the School of Arts and Sciences. The council has approximately twenty members, appointed annually, who represent all areas of the college. The appointments are made by the dean of the School of Arts and Sciences.

The council seeks to promote the humanities by engaging in the following kinds of activities:

--reviewing the college curriculum and making recommendations for desired changes concerning course offerings and degree requirements

--developing or contributing to special humanities programs for the Triton faculty

--developing or contributing to extra-curricular humanities programs and student activities

--developing or contributing to special humanities events or programs in conjunction with other schools or civic groups in Triton's district communities

--participating in national community college or higher education humanities organizations and keeping abreast of events and issues pertaining to national humanities education policy

--investigating and developing grant proposals related to the activities mentioned above.

During the first year of the Humanities Council's existence, its members participated in a National Endowment for the Humanities grant which led to the development of the one-hour humanities courses for career education students (described in I.3.4 of this report). A major council project during 1982-83 was the writing of a grant for an Artist-in-Residence, funded by the Illinois Arts Council. This brought the Chicago ceramist Maria Simon to the Triton campus in the spring of 1983. Humanities council members wrote a second grant for an Artist-in-Residence in 1984, which was also approved. A dancer, Ms. Julie Gentry, will be on campus in the spring of 1985 to give classes and

performances which will involve both Triton students and students from our district's high schools.

During the 1982-83 school year, the Humanities Council undertook the organization of the citizens Humanities Advisory Committee (described in the next section of the report). And, in cooperation with the advisory committee, members of the Humanities Council have worked on the development of this report on the humanities at Triton. In addition, throughout the last four years, the council has contributed to Salute to the Arts programs, staff development projects, and discussions of campus wide problems and concerns. One of its projects in the coming year is to develop a humanities lecture series which will feature Triton faculty members who will address students, staff and community residents on topics of their own special interest in the humanities.

The Humanities Advisory Committee was organized in 1983 by the Humanities Council and the Dean of the School of Arts and Sciences. The main purposes of this committee are to promote the study of the humanities at the college and to improve support for the humanities in the college district. It contributes to the review and assessment of humanities programs at the college and will help school officials to develop contacts and cooperative efforts with arts and humanities organizations in the Triton district.

The Humanities Advisory Committee consists of nine persons. Nominations are considered by the college's Humanities Council and recommended to the Dean of the School of Arts and Sciences and to the Board of Trustees for approval. Citizens who are invited to serve on the advisory committee are people who have demonstrated a commitment to the humanities, either through a vocation or through active involvement in other civic humanities programs or organizations. The Dean of the School of Arts and Sciences also appoints a member of the college to serve as a secretary for the advisory committee.

Citizens are appointed to the advisory committee for three year terms. The committee selects a chairperson from its members who conducts the meetings and develops meeting agendas with the secretary. Four meetings are scheduled during the regular school year.

During the first year of its existence, 1983-1984, the Humanities Advisory Committee heard a number of reports about the college, the district, the students, and the School of Arts and Sciences, specifically. They reviewed Triton's two recent planning and self-study projects, Renewal for the 80's and the Self-Study Report for the North Central Accreditation agency. The committee has also discussed the needs of Triton's Center for the Performing Arts. One of the initial recommendations of the advisory committee was that the school should consider formulating a long-range plan for the development of its humanities programs. This report on the humanities at Triton College is an effort to review these programs with a view to identifying our long-range needs and prospects. The advisory committee has examined this report through the process of its development.

In 1983, a college committee was formed to study and develop projects for improving the quality of student writing in all areas of the curriculum. In an initial project, the committee on writing across the curriculum conducted a faculty survey and found that writing was already required by teachers in many instructional areas. The faculty also expressed the need for increased attention to the improvement of student writing. There was some concern, however, that adding more writing projects to courses would greatly increase the grading time that instructors would have to devote to these courses.

The committee's response was to develop in-service opportunities for the college faculty. These have included the dissemination of pertinent articles, the creation of a reference shelf, increased support from the Learning Assistance Center, presentations at faculty workshops and department meetings and to adjunct faculty, and two extensive workshops as professional day activities for two departments. In addition, a committee member on a sabbatical leave wrote and distributed a handbook on writing in all areas, and also served as a writing consultant to interested faculty.

An immediate consequence of these activities has been the adoption of writing projects into several Allied Health curricula. A Learning Assistance Center writing specialist has been assigned to work with that department to assist with developing materials and methods to be included in the course requirements during the coming school year.

Future goals of the Committee on Writing Across the Curriculum include improving course pre-requisite statements and placement procedures, alternative scheduling of English courses, and pursuing grant funds for developing special writing improvement projects.

IV. RESEARCH ON HUMANITIES PROGRAMS

IV.1 ENROLLMENT IN HUMANITIES PROGRAMS IN THE SCHOOL OF ARTS AND SCIENCES, 1979-1984

The information presented in this section of the report was compiled and published by Triton's Office of Research Analysis. This document, entitled "Enrollment in the Humanities, 1979-1984" (Volume XIX, Number 45), was issued in March of 1984.

On the following pages, Tables 1 and 2 provide detailed enrollment data for each humanities subject area in the School of Arts and Sciences (formerly, "University Transfer Studies) over the past six years. As can be seen from Table 1, the Humanities full time equivelant (FTE) enrollment has shown increases each year since 1980, with the exception of 1984 when other subject areas also showed a slight decline. Between 1979 and 1984 the percent increases were:

Humanities	+ 20% since 1979
All other subjects	+ 34% since 1979
Combined	+ 30% since 1979

The table below shows the change in Humanities as a percent of all subjects over the past six years.

	'79	'80	'81	'82	'83	'84
Humanities	30%	29%	28%	29%	28%	28%
Other subjects	70%	71%	72%	71%	72%	72%
Total	100%	100%	100%	100%	100%	100%

TABLE 1. ANNUAL FTE - SUBJECTS IN HUMANITIES

SUBJECTS	FTE-FY79	FTE-FY80	FTE-FY81	FTE-FY82	FTE-FY83	FTE-FY84
ANT	23.73	27.73	26.40	32.80	42.00	34.00
ART	260.73	248.73	257.47	263.93	254.00	232.13
EDU	20.00	19.40	16.80	21.40	21.00	17.40
ENG	91.80	88.60	98.40	109.60	113.20	126.60
FRE	31.73	24.80	40.80	50.40	51.20	57.13
GER	19.47	15.87	13.20	19.73	19.47	17.33
HIS	131.87	124.53	131.47	141.00	174.73	188.67
HUM	150.80	152.13	153.73	179.60	189.40	233.73
ITL	28.93	24.40	27.20	30.67	48.27	52.00
JRN	35.80	36.00	51.60	52.80	50.00	56.60
MUS	126.53	133.53	99.73	89.93	96.13	98.13
PHL	213.00	227.00	220.60	253.80	245.40	267.40
PSC	296.60	313.60	391.60	430.00	421.00	430.80
PSY	613.20	589.80	632.20	740.00	708.00	682.40
RHT	1423.47	1400.40	1518.20	1641.60	1720.80	1597.20
SOC	229.20	254.60	250.20	284.20	335.00	308.60
SPE	378.53	376.40	402.53	431.73	439.40	476.40
SPN	74.27	83.87	76.80	82.20	84.33	100.53
SSC	140.33	118.80	152.87	171.73	180.40	162.80
TOTAL HUM	4290.00	4260.20	4561.80	5027.13	5193.73	5139.87
ALL OTHER	9949.47	10278.07	11476.73	12508.20	13554.27	13360.27
TOTAL	14239.47	14538.27	16038.53	17535.33	18748.00	18500.13

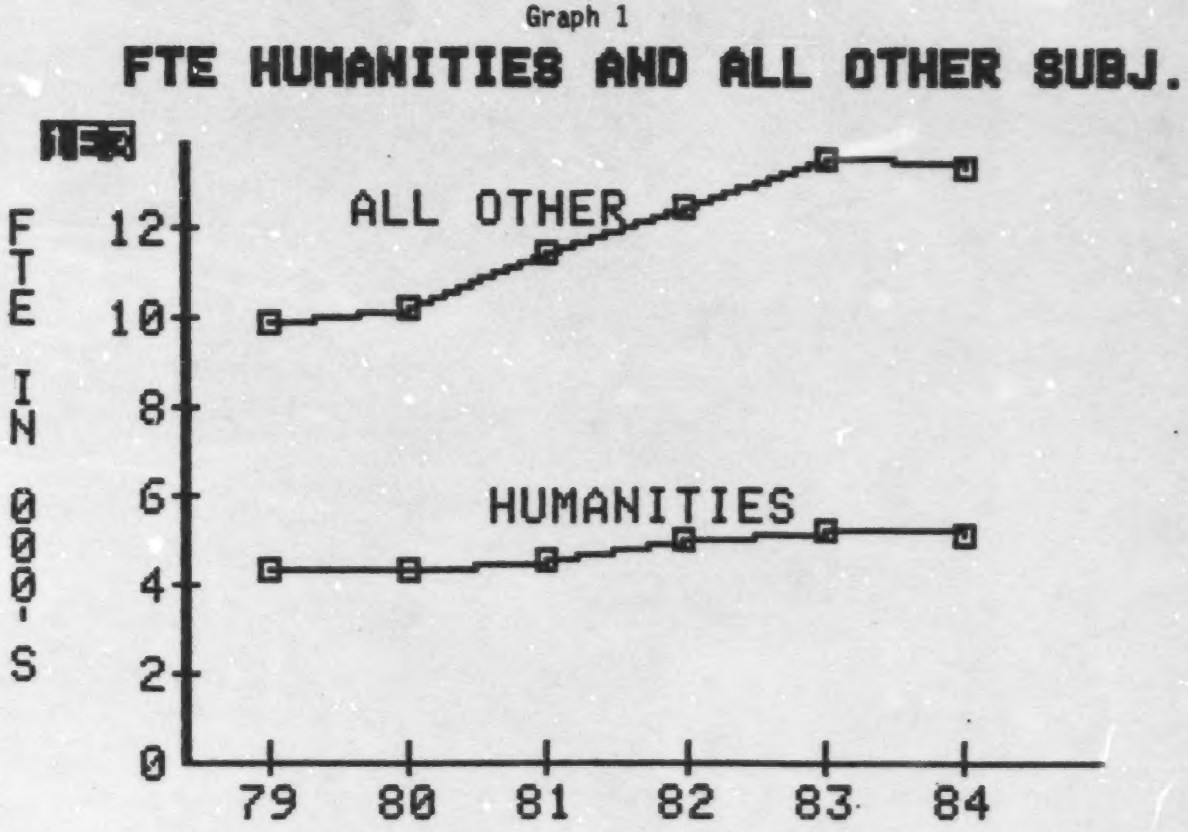
TABLE 2. CREDIT HOURS GENERATED BY SUBJECTS IN HUMANITIES, 1979-1981

SUBJECTS	SUM80	FALL80	SP81	TOTAL FY81	SUM79	FALL79	SP80	TOTAL FY80	SUM78	FALL78	SP79	TOTAL FY79
AMT	0	168	228	396	124	176	116	416	0	172	184	356
ART	146	1724	1992	3862	126	1758	1847	3731	232	1940	1739	3911
EDU	0	147	105	252	0	147	144	291	0	195	105	300
ENG	399	600	477	1476	306	417	606	1329	375	408	594	1377
FRE	32	352	228	612	32	204	136	372	0	268	208	476
GER	34	128	36	198	26	112	100	238	0	188	104	292
HIS	238	855	879	1972	173	813	882	1868	256	912	810	1978
HUM	276	1157	873	2306	195	1233	854	2282	144	1141	977	2262
ITL	0	236	172	408	30	224	112	366	22	208	204	434
JRN	66	357	351	774	0	249	291	540	0	288	249	537
MUS	56	746	694	1496	77	962	964	2003	69	889	940	1898
PHL	375	1467	1467	3309	318	1509	1578	3405	351	1491	1353	3195
PSC	735	2331	2808	5874	552	1959	2193	4704	495	1821	2133	4449
PSY	1179	4197	4107	9483	1068	3804	3975	8847	822	4371	4005	9198
RHT	1866	11313	9594	22773	1494	10650	8962	21006	1513	11223	8616	21352
SOC	441	1611	1701	3753	489	1554	1776	3819	453	1497	1488	3438
SPE	549	2744	2745	6038	584	2535	2527	5646	490	2726	2462	5678
SPN	36	586	528	1152	30	560	668	1258	38	608	468	1114
SSC	105	1150	1038	2293	126	825	831	1782	99	1115	891	2105
TOTAL HUM	6533	31871	30023	68427	5750	29691	28462	63903	5359	31461	27530	64350
ALL OTHER	15056	79979	77116	172151	13663	71675	68833	154171	13819	71104	64319	149242
TOTAL	21589	111850	107139	240578	19413	101366	97295	218074	19178	102565	91849	213592

TABLE 2. CREDIT HOURS GENERATED BY SUBJECTS IN HUMANITIES, 1982-1984

SUBJECTS	SUM83	FALL83	SP84	TOTAL FY84	SUM82	FALL82	SP83	TOTAL FY83	SUM81	FALL81	SP82	TOTAL FY82
AMT	36	234	240	510	0	315	315	630	0	264	228	492
ART	241	1556	1685	3482	284	1787	1739	3810	258	1720	1981	3959
EDU	0	111	150	261	0	165	150	315	0	156	165	321
ENG	396	705	798	1899	348	582	768	1698	393	504	747	1644
FRE	164	400	293	857	28	436	308	768	40	392	324	756
GER	0	132	128	260	0	184	108	292	0	164	132	296
HIS	391	1236	1203	2830	371	1152	1098	2621	387	813	915	2115
HUM	393	1814	1299	3506	330	1052	1459	2841	273	1213	1208	2694
ITL	0	364	416	780	0	356	368	724	0	200	260	460
JRN	60	390	399	849	45	357	348	750	57	426	309	792
MUS	83	635	734	1472	13	683	746	1442	15	681	653	1349
PHL	498	1704	1809	4011	501	1620	1560	3681	375	1695	1737	3807
PSC	951	2805	2706	6462	978	2727	2610	6315	918	2751	2781	6450
PSY	1425	4530	4281	10236	1461	4908	4251	10620	1395	4752	4953	11100
RHT	2355	11712	9891	23958	2253	12759	10800	25812	1908	12396	10320	24624
SOC	711	2028	1890	4629	642	2439	1944	5025	594	1731	1938	4263
SPE	1122	3153	2871	7146	1008	2913	2670	6591	753	2825	2898	6476
SPN	212	660	636	1508	0	657	608	1265	0	648	585	1233
SSC	162	1185	1095	2442	198	1322	1186	2706	171	1218	1187	2576
TOTAL HUM	9200	35374	32524	77098	8456	36414	33036	77906	7537	34549	33321	75407
ALL OTHER	19880	94856	85668	200404	18956	93747	90611	203314	17834	87156	82633	187623
TOTAL	29080	130230	118192	277502	27412	130161	123647	281220	25371	121705	115954	263030

Graph 1


FTE HUMANITIES AND ALL OTHER SUBJ.
FTE IN 000-S
12
10
8
6
4
2
0
ALL OTHER
HUMANITIES
79
80
81
82
83
84

The tables on the following pages were provided by the Center for the Study of Community Colleges. They give information about humanities enrollments in community colleges across the nation for the years 1975, 1977, and 1983. During this period, there have been only slight increases or decreases in enrollments in specific humanities disciplines, with the exception of foreign languages. Here, the increase was due to growing enrollments in English as a Second Language.

Arthur Cohen, President of the Center for the Study of Community Colleges, stated that, in 1980, the humanities accounted for 11 percent of the duplicated headcount in large, urban community colleges. ("Duplicated headcount" would be calculated by counting a student each time the student registers for a single course.) In 1983, Dr. Cohen said, the average community college had 1494 duplicated headcount in the humanities. This is an increase from 1479 in 1977, but humanities enrollments have not kept pace with overall community college enrollment increases.

At Triton, the humanities full time equivalent (FTE) enrollment increased 23.6 percent between 1979 and 1984. Dr. Cohen has shown that the humanities in the average community college increased by only one percent between 1977 and 1983. It should be noted, though, that Triton experienced an <u>overall growth</u> during this period, while at many other community colleges total enrollments did not increase significantly.

	1979	1984	% Change
Triton* (FTE)	2866.5	3542.7	+23.6

	1979	1983	% Change
Average, Community Colleges (duplicated headcount)	1479	1494	+1.0

*Rhetoric enrollment figures have been removed from totals to make them comparable to national data.

PERCENTAGE OF COMMUNITY COLLEGES OFFERING COURSES IN CONTENT AREAS WITHIN A HUMANITIES DISCIPLINE IN SPRING 1975, SRING 1977, AND SPRING 1983

Humanities Area	1975	1977	1983
History	90	92	93
State and Local	28	26	31
Western/World	82	83	76
United States	87	88	85
Other World Regions	28	23	26
Special Groups	29	30	26
Special History	25	28	20
Political Science	89	94	90
American Government	75	82	71
Local/City/State	40	40	35
Comparative	23	20	28
Tools and Methods	26	26	15
Specialized (Topical)	18	15	32
Jurisprudence	30	34	33
Literature	91	92	93
Intro/Survey	84	87	80
Genre	38	36	35
Authors	20	17	24
Group	24	22	22
Bible	6	6	12
Popular	15	16	11
Classics	10	9	10
Foreign Languages	82	80	82
French	60	56	57
German	40	38	45
Italian	11	12	17
Russian	9	7	4
Spanish	70	68	72
Career-related Spanish	6	10	6
ESL	26	33	27
Classics	4	5	5
Other	8	11	15

IV.2 ENROLLMENT IN HUMANITIES PROGRAMS AT COMMUNITY COLLEGES NATIONWIDE

Humanities Area	1975	1977	1983
Liberal Arts	50	51	61
Intro/Survey	28	28	38
Theater	24	26	34
Film	12	16	21
Specialized	19	18	16
Philosophy	66	64	68
Intro/History	56	56	54
Ethics	25	23	29
Logic	26	26	39
Religions	21	18	21
Special	15	19	20
Art History/Apprec.	70	68	76
Intro/History-Apprec.	69	67	84
Specialized Culture	3	6	6
Other Specialized Art	7	7	12
Music	74	70	69
Intro/Survey	73	68	75
Jazz	3	6	9
Specialized	7	7	4
Cultural Anthropology	44	46	44
Intro/Survey	39	42	41
American Indian	4	5	8
Folklore/Magic/Myth	1	2	1
Other Specialized	12	11	6
Social/Ethnic Studies	22	21	10
Ethnic	15	15	6
Women	3	3	4
Individual	1	1	2
Other	12	11	4
Religious Studies	26	28	24
Intro/Survey	12	14	15
Specialized	10	11	8
Texts	16	17	12
Cultural Geography	26	22	34
Intro/Survey	26	21	32
Specialized/Regional	3	1	5

PERCENTAGE OF TOTAL HUMANITIES CLASS

SECTIONS BY SUBJECT AREA FOR

1977 AND 1983

DISCIPLINE	1977 (178 Colleges)	1983 (173 Colleges)	% Change
Anthropology	3.2	2.1	-1.1
Art History / Appreciation	3.8	4.2	+ .4
Foreign Languages	20.5	27.7	+7.2
History	23.0	19.9	-3.1
Humanities	7.2	7.3	+ .1
Literature	11.4	11.2	- .2
Music	3.3	3.4	+ .1
Philosophy	6.4	6.2	- .2
Political Science	16.6	14.7	-1.9
Religious Studies	1.5	1.4	- .1
Social Studies	3.1	1.9	-1.2

PERCENTAGE OF CLASS SECTIONS OFFERED WITHIN EACH HUMANITIES SUBJECT AREA SPRING 1983 (N=178 Colleges)

History	
State and Local	5
Western/World	27
United States	53
Other World Regions	5
Special Groups	7
Social History	3
Political Science	
American Government	63
Local/City/State	9
Comparative	4
Tools and Methods	6
Specialized (Topical)	8
Jurisprudence	9
Literature	
Intro/Survey	63
Genre	14
Authors	6
Group	7
Bible	3
Popular	3
Classics	2
Music	
Intro/Survey	92
Jazz	5
Specialized	3
Cultural Anthropology	
Intro/Survey	82
American Indian	10
Other Specialized	8
Religious Studies	
Intro/Survey	48
Specialized	25
Texts	27
Foreign Languages	
French	18
German	10
Italian	2
Russian	<1
Spanish	35
Career-related Spanish	<1
ESL	30
Classics	<1
Other	3
Liberal Arts	
Intro/Survey	66
Theater	13
Film	20
Philosophy	
Intro/History	46
Ethics	12
Logic	25
Religions	9
Special	8
Art History/Appreciation	
Intro/History Apprec.	89
Specialized	11
Social/Ethnic Studies	
Ethnic	24
Women	4
Individual/Social	19
Cultural Geography	54

Financial data is accumulated about each of the college's programs as one element of the program review process which has been mandated by the Illinois Community College Board. Reports to the ICCB are made annually. Administrators and faculty members at the college also use the information to identify factors within programs that may need attention in order to improve cost-effectiveness.

The tables on the next page show comparisons between revenues and expenses of all humanities credit-course areas in the School of Arts and Sciences and all credit-course areas at the college for the years 1981-82 and 1982-83. The figures represent aggregate totals based upon financial data compiled for each of these curricular areas in the School of Arts and Sciences:

Anthropology
Art
Education
English (Literature)
French
German
History
Humanities
Italian
Journalism
Music
Philosophy
Political Science
Psychology
Rhetoric
Sociology
Speech
Spanish
Social Science

In the tables on the next page, "revenue" refers to dollar amounts received per student credit hour from tuition, state funding, lab fees and miscellaneous revenue. "Expenses" refers to dollar amounts paid out per student credit hour for salary, department expenses and equipment and miscellaneous expenses. (However, this figure does <u>not</u> include a proportionate amount for fixed institutional costs, such a buildings, police, administration, etc.) "In/Out" refers to in-district students (line 1) and out-of-district students (line 2).

COMPARISON OF REVENUES AND EXPENSES
OF ALL HUMANITIES AREAS IN THE
SCHOOL OF ARTS AND SCIENCES
WITH ALL CREDIT-COURSE AREAS
AT TRITON COLLEGE,
FY1982 AND FY1983

FY 1982	STUDENT CRD. HRS. IN-OUT	REVENUE IN-OUT	EXPENSES	RELATIVE COST FACTOR
Humanities	63,773 12,091	39.24 77.77	33.09	12.29
All-school	202,111.00 56,722.00	43.52 82.54	38.07	14.00

FY 1983	STUDENT CRD. HRS. IN-OUT	REVENUE IN-OUT	EXPENSES	RELATIVE COST FACTOR
Humanities	63,485 12,510	40.62 79.48	36.38	10.64
All-school	213,184 61,180	45.54 83.28	40.75	13.20

The figures above show that between 1982 and 1983 there was a slight decrease in in-district student credit hours and a slight increase in out-of-district student credit hours in humanities areas. Revenue from both sources increased, but this was offset by increased expenditures. Thus, there was a decrease in the total net income to the college generated by humanities credit courses between 1982 and 1983. It should be noted, though, that the combined humanities areas do continue to produce a substantial net income for the college (again, however, allowing for the exclusion of institutional costs from these figures).

In 1983, the Center for the Study of Community Colleges published a report entitled "Trends in Community College Humanities Education 1977-1982." This study was based on a random national sample of 172 community and junior colleges in the U.S. Information and excerpts from this report are presented here to provide a context for looking at Triton's humanities programs.

Curriculum Changes, 1977-82

The number of humanities courses required for graduation increased in 16 percent of the colleges and decreased in 3 percent of the schools. Seven out of ten colleges added one or more new humanities courses to their programs. The courses listed below and on the next page were added at five or more colleges in the past five years.

In over one-half of the community colleges, recruitment efforts were made to attract special groups of students to the humanities. At approximately 30% of the schools, special courses were designed for these groups: returning older students; women, minorities, senior citizens; non-degree students; occupational students; academically underprepared students.

In the fall of 1982, 51% of the community colleges surveyed offered interdisciplinary courses. These frequently included components in literature and in history. Only 14% of the courses combined five or six disciplines, and 60% of the courses are team taught. Triton's Interdisciplinary Studies program includes both of these features.

Humanities Courses Added by Five or
More Colleges from 1977-1982
(151 Colleges)

Subject	Percent of Colleges That Added a Course
Liberal Arts/Humanities	27%
Introduction to the humanities	
Interdisciplinary humanities	
Film history	
Communications studies	

Literature 25%
- Contemporary literature
- Bible
- Women's literature
- Science Fiction
- Special groups (e.g., literature of the American Indian, literature of the old west, writers of the Pacific Northwest, juvenile fiction)

Philosophy and Religion 23%
- Ethics
- Medical-business ethics
- Logic
- Religious studies

History 19%
- History of special populations in America (e.g., Women, Blacks, Hispanics, Indians, Jews)
- State and local history, History of business and labor in the U.S.
- Special topics (e.g., history of architecture, dance, sex attitudes, future society)
- Western civilization

Foreign Languages 13%
- German
- Spanish
- French

Music History/Appreciation 11%
- American music (e.g., jazz, history of popular music in the U.S., Afro-American music, music in American life)

Art History/Appreciation 11%
- Art history
- Art appreciation (e.g., art in life, art in America)

Political Science 9%
- Current affairs/world problems
- Special topics (e.g., women in politics, politics in sports, American legal thought, human rights, uses of power)

Cultural Anthropology 5%
- Special topics in cultural anthropology (e.g., myth, magic, folk religion; medical anthropology; African culture; anthropology and the analysis of communications)

Support for Humanities Faculty and Programs

During 1982-83, seven in ten community colleges budgeted support funds for their humanities staff and programs. About 20 percent of all discretionary intramural funds were used for instructional development activities, sabbatical leaves, guest speakers, and faculty fellowships. (See table below.) Between 1977 and 1982, more than half the colleges received external funds for humanities programs. Sixteen percent of all external grants received were awarded to humanities programs.

Lay advisory committees (including arts councils) to the humanities have been formed in 17 percent of the community colleges, many of these since 1980.

Sources of Support for Developing New Courses or New Instructional Media 1981-82
(151 Colleges)

	Percent of Colleges	Average Number Awarded to Humanities Faculty
Sabbatical leaves	29%	2.2
Instructional development grants	26%	3.3
Funds from outside agencies	19%	1.7
Faculty fellowships	10%	2.4
Other	8%	2.7

Community Service Offerings in the Humanities

Between 1977 and 1982, the number of arts and humanities activities offered by community service divisions increased at 53 percent of the colleges, decreased at 13 percent of the colleges, and remained the same at 34 percent of the schools studied. Off-campus agencies (e.g., musical groups, art councils, libraries, civic organizations, senior citizen centers) were involved in planning or presenting arts and humanities activities in nearly all community colleges. One out of three of the regular humanities faculty were involved in presenting humanities events through community service divisions.

The table on the following page lists the types, number, and methods of funding humanities-related activities at community colleges. The column labelled "Participants" signifies the portion of the fees paid by the people attending the event; "College Funds" refers to regularly budgeted and scheduled funds; and "External Grants" refers to special project funds.

Humanities-Related Activities Offered
Either On-or Off-Campus in 1981-82
(139 Colleges)

	% of Colleges Offering Activity	Average Number of Activities	Percentage of Total Cost of Event Funded by: Participants	College Funds	External Grants
Concerts, recitals, musical events	90.3	11.3	17.8%	70.3%	10.0%
Art exhibits	84.5	5.1	15.4%	70.8%	8.4%
Lectures, seminars	81.5	7.1	15.7%	63.7%	16.3%
Theatrical productions	77.2	3.4	31.1%	63.3%	5.0%
Film series	65.0	3.7	18.2%	65.2%	15.5%
Activities highlighting a particular ethnic group (i.e., Black Culture Week, Asian Culture Week)	58.4	1.3	14.4%	75.5%	8.6%
Tour of local cultural facilities (e.g., architectural or historical sites)	55.6	3.3	41.8%	55.0%	3.2%
Community-based forums on humanities-related issues	45.8	1.4	22.0%	42.5%	27.4%
Historical or period celebration (e.g., Renaissance Fair, County Centennial)	40.8	.6	25.8%	57.8%	11.6%
Other	26.5	.4			

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